

**Texas Education Agency
Standard Application System (SAS)**

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	
Submittal information:	<p>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Pasadena Independent School District	101-917	De Zavala Middle School/ 101917136	
Vendor ID #	ESC Region #	DUNS #	
101917	IV	072192925	
Mailing address		City	State ZIP Code
1515 Cherrybrook Lane		Pasadena	TX 77502-4048

Primary Contact

First name	M.I.	Last name	Title
Melissa		Garza	Principal
Telephone #	Email address		FAX #
(713) 740- 0544	MGarza@pasadenaisd.org		(713) 740-4159

Secondary Contact

First name	M.I.	Last name	Title
Olivia		Smith-Daugherty	Executive Director of Grants
Telephone #	Email address		FAX #
(713) 740-0865	OSmith-Daugherty@pasadenaisd.org		(713) 740-4034

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
DeeAnn		Powell, Ed.D.	Superintendent of Schools
Telephone #	Email address		FAX #
(713) 740-0244	DAPowell@pasadenaisd.org		(713) 740-4040

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

701-16-105-023

Schedule #1—General Information

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the Transformation Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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	<p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and create community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the Texas State-Design Model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS).</p> <p>By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:</p> <ul style="list-style-type: none"> Improves student academic achievement or attainment Is implemented for all students in the school Addresses in a comprehensive and coordinated manner: <ul style="list-style-type: none"> improvement in school leadership improvement in teaching and learning in academic content areas professional learning for educators student non-academic supports <p>In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

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2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. In doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
 - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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- (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

Adapted from Texas Early College High School Blueprint, Benchmark 5.

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:

9. 1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
2. Offer full-day kindergarten.
3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

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- (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
 5. Replace the principal who led the school prior to the commencement of the early learning model.
 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
 8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
 9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
 14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements:

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	<ol style="list-style-type: none"> 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ol style="list-style-type: none"> (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the Whole-School Reform Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school.

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	<p>5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:</p> <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the Restart Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ul style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the Closure Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a rural LEA applicant may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan.</p> <p>Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprilisp/eligible14/index.html</p>
15.	<p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p>
16.	<p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p>
17.	<p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p>

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18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The **iAchieve** school Transformation program at De Zavala Middle School will allow the campus and Pasadena Independent School District (Pasadena ISD) to meet the foundational elements of school improvement, and move De Zavala toward exiting Focus Progress school status. By providing multiple layers of support, the program will positively affect the student groups identified as in need of most improvement- Long Term English Language Learners; English Language Learners; Special Education students; and At-Risk students. The program includes two components: 1) Connect to Personalized Learning and 2) Engage the School and the Community.

The centerpiece of the project will be the Connect to Personalized Learning component. Simply known as the “**Connect Program**” in Pasadena ISD, this component is based on the proven success of the Summit Public School Model. Tailored to specifically address the academic needs of Pasadena ISD students and help them meet the state standards, the Connect Program focuses on the pieces listed in the chart to the right.

Main Learning Objectives	Elements of the Connect Program
1) Cognitive Skills; 2) Content Knowledge; 3) Real Life Experiences; and 4) Habits of Success	1) Personalized Learning Time (PLT); 2) Project Time; and 3) 1:1 Mentoring Time

The above pieces are widely regarded as keys to student success, but the innovative delivery method is what sets the Connect Program (Summit Public School Model) apart. Developed by Facebook engineers, each student works in a full-fledged, scalable Personalized Learning Platform (PLP). The PLP delivers self-paced content (with multiple learning formats based on student choice) in a digital format, real-time assessment and data for students and teachers, and access to rigorous projects. With teacher guidance, students are able to plan, organize and prioritize their learning based on their individual needs, learning styles, and goals. In order to progress to the next module, *students must be at 80% mastery of the current module*. This personalized learning will be especially useful for the varying proficiency levels of English Language Learners and special education students. Piloted at three schools within the district through partnerships with the Summit Public School and Raise Your Hand Texas Personalized (Blended) Learning, the new **iAchieve** program will allow Pasadena ISD to quickly scale up the Connect Program for the struggling students attending De Zavala Middle School.

The **iAchieve** program will meet the foundational elements of school improvement through: **ACCELERATED ACHIEVEMENT: Vision and focus for school reform.** In the Fall, 2014, Pasadena ISD administration, staff, and community members spent several months creating a five-year strategic plan. Within the plan, there is a focus on “ensuring rigorous curriculum and meaningful experiences through innovative learning environments to meet the individual needs of each student.” In response, the district is committing to implement a strong, research-based, **Transformation** program at De Zavala called **iAchieve**. The program supports the focus of Pasadena ISD to educate all students using the most effective instructional methods available, including helping students with academic issues achieve targeted progress quickly and efficiently, while maintaining rigor and high academic standards.

Sense of urgent need for change. Pasadena ISD has four schools identified as Focus schools. Of the district's 11 middle schools, De Zavala is the only campus identified as a Focus Progress school on the 2015-16 Priority/Focus List. To address De Zavala's needs, the district began the task of repairing the school culture, improving student teacher morale, and addressing gaps in instruction. After a comprehensive needs assessment, district administrators and De Zavala staff identified four areas of concern requiring immediate resolution – *instructional deficiencies; focused learning time;*

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

individualized learning options; and lack of parental/community engagement. While the district commitment to addressing these needs is in progress, the De Zavala staff understands more change is necessary now. Pasadena ISD is in the middle of a five-year process to incorporate some level of Personalized Learning Strategies on every campus. Despite having *the lowest 2016 STAAR scores among middle schools in the district*, De Zavala is not scheduled to begin this process until 2018, and only for a small group of students at that time. The campus leadership team recognized the immediate need at De Zavala. Demonstrating operational flexibility, district administrators worked with the campus to develop the comprehensive ***iAchieve*** program for De Zavala to make this change sooner rather than later.

SYSTEM TRANSFORMATION: High expectations for results. De Zavala will transform the campus systems in place to be flexible, rigorous, and effective through the proposed ***iAchieve*** program. Each component of the program includes purposeful interventions designed to meet TEA's Critical Success Factors and address De Zavala deficiencies.

The expectation for results is high as the interventions selected have shown success at schools with demographics similar to De Zavala. Many of the interventions (e.g. Personalized Learning Platform; sheltered instruction, school climate improvement, leadership staff coaching) have been implemented on a small scale throughout the district with positive results. Via the ***iAchieve*** program, the expectation is De Zavala will experience the same success.

SUSTAINED REFORM: Existing capacity and resources. With the high expectation for success, the district believes the ***iAchieve*** program will produce lasting results and systemic change for the school that can be sustained and further replicated. Pasadena ISD has the **organizational structures** to support the reform that will take place at the campus. Along with support from the Board of Trustees, the following services exist to assist and sustain the reforms:

PERSONNEL/DEPARTMENT	SERVICES PROVIDED
Superintendent	Guide administrative team to assure improvement strategies follow district strategic plan focus; Update Board of Trustees on progress.
Deputy Superintendent, Associate Superintendent of Campus Development	Assure program implementation aligns to district improvement and strategic plans, and follows needs assessment-based school improvement model.
Texas Accountability Intervention System (TAIS) Coordinator	Provide focused assistance to the principal and grant coordinator to ensure student achievement is increasing.
Accounting Department	Oversee fiscal stewardship of grant funds; Assure and federal requirements are met, and financial reports are completed and submitted on time.
Payroll Department	Assure grant funded positions are paid accordingly.
De Zavala Middle School Principal	Work with the grant coordinator to ensure all grant activities are completed with fidelity and leadership team attends all grant implementation meetings.
Grant Compliance Coordinator	Assure grant goals are met, grant and grant budget are implemented with fidelity, meets statutory requirements; follows district policies/procedures.
Department of Innovation and Development	Assure proper training, coaching, and professional development needs of teachers are met in order to implement innovative teaching strategies.

The ***iAchieve*** program will also benefit from a long-standing relationship with the nearby San Jacinto Community College, whom the district has collaborated with on a variety of federal, state and local grants. In addition, Pasadena ISD has been chosen as a demonstration site for the Summit Public School Model and Raise Your Hand Personalized Learning.

Communication structures. Proper communication with the staff, community, and campus and district administration will determine the effectiveness of the program. The grant coordinator will maintain ongoing communication with all stakeholders. Grant implementation team meetings will take place every month to share the highlights and issues. Progress of the program components will be shared in monthly staff meetings. Staff will also utilize a web-based system to track workshop attendance and complete annual evaluations. Staff and administrators will communicate using this system during the evaluation period. In addition, the TAIS Coordinator will act as the bridge/liaison between the Pasadena District Administration, the Texas Education Agency and the De Zavala campus.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-917 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$340,014	\$55,903	\$570,044	\$111,806	\$584,447	\$115,160	\$599,282	\$118,615	\$2,495,271
Schedule #8	Professional and Contracted Services (6200)	6200	\$96,000	\$0	\$90,000	\$0	\$96,000	\$0	\$90,000	\$0	\$372,000
Schedule #9	Supplies and Materials (6300)	6300	\$112,974	\$0	\$141,942	\$0	\$92,414	\$0	\$53,414	\$0	\$400,744
Schedule #10	Other Operating Costs (6400)	6400	\$33,965	\$0	\$36,965	\$0	\$36,965	\$0	\$36,965	\$0	\$144,860
Schedule #11	Capital Outlay (6600)	6600	\$90,000	\$0	\$74,000	\$0	\$10,000	\$0	\$10,000	\$0	\$184,000
Consolidate Administrative Funds <input type="checkbox"/> Yes <input type="checkbox"/> No											
Total direct costs:			\$672,953	\$55,903	\$912,951	\$111,806	\$819,826	\$115,160	\$789,661	\$118,615	\$ 3,596,875
2.051% indirect costs (see note):			N/A	\$14,949	N/A	\$21,018	N/A	\$19,177	N/A	\$18,629	\$73,772
Grand total of budgeted costs (add all entries in each column):			\$ 672,953	\$ 70,852	\$912,951	\$ 132,824	\$ 819,826	\$ 134,337	\$ 789,661	\$ 137,244	\$ 3,670,647

Administrative Cost Calculation

Enter the total grant amount requested:

\$ 3,670,647

Percentage limit on administrative costs established for the program (5%):

× .05

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

\$ 183,532

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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Schedule #7 --Payroll Costs (6100)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional								
1	Teacher	4		\$120,000	\$240,000	\$247,200	\$254,616	\$861,816
2	Educational aide			\$	\$	\$	\$	\$
3	Tutor			\$	\$	\$	\$	\$
Program Management and Administration								
4	Grants Coordinator, TTIPS	1		\$43,500	\$87,000	\$89,610	\$92,298	\$312,408
5	Secretary	1		\$12,403	\$24,806	\$25,550	\$26,317	\$89,076
6	Title			\$	\$	\$	\$	\$
Auxiliary								
7	Title			\$	\$	\$	\$	\$
8	Title			\$	\$	\$	\$	\$
9	Title			\$	\$	\$	\$	\$
Other Employee Positions								
10	Intervention Specialists	2		\$60,000	\$120,000	\$123,600	\$127,308	\$430,908
11	Connect Coach	1		\$30,000	\$60,000	\$61,800	\$63,654	\$215,454
12	Title			\$	\$	\$	\$	\$
13	Subtotal employee costs:			\$265,903	\$531,806	\$547,760	\$564,193	\$1,909,662
Substitute, Extra-Duty Pay, Benefits Costs22								
14	6112	Substitute pay		\$10,000	\$20,000	\$20,000	\$20,000	\$70,000
15	6119	Professional staff extra-duty pay		\$56,000	\$37,000	\$37,000	\$37,000	\$167,000
16	6121	Support staff extra-duty pay		\$	\$	\$	\$	\$
17	6140	Employee benefits @ 11.3% and \$2,945.40 per full-time person (9)		\$64,014	\$93,044	\$94,847	\$96,704	\$348,609
18	61XX	Employee stipends		\$	\$	\$	\$	\$
Specify amounts and criteria to earn stipend:								
19	Subtotal substitute, extra-duty, benefits costs			\$130,014	\$150,044	\$151,847	\$153,704	\$585,609
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$395,917	\$681,850	\$699,607	\$717,897	\$2,495,271

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.**For TEA Use Only**

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Schedule #3—Professional and Contracted Services (6200)						
County-district number or vendor ID: 101-917						Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.						
Professional and Contracted Services Requiring Specific Approval						
Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years	
6269 Rental or lease of buildings, space in buildings, or land						
Specify purpose:						
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	
Professional and Contracted Services						
#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	External Evaluator - An external evaluator will assess the effectiveness and impact of the program interventions at De Zavala.	\$25,000	\$50,000	\$50,000	\$50,000	\$175,000
2	Professional Development and Training Workshops - Staff and leadership training on the various iAchieve interventions including, but not limited to, the Connect Program, Professional Learning Communities, and core content-specific trainings.	\$71,000	\$40,000	\$46,000	\$40,000	\$197,000
3		\$	\$	\$	\$	\$
4		\$	\$	\$	\$	\$
5		\$	\$	\$	\$	\$
6		\$	\$	\$	\$	\$
7		\$	\$	\$	\$	\$
8		\$	\$	\$	\$	\$
9		\$	\$	\$	\$	\$
10		\$	\$	\$	\$	\$
11		\$	\$	\$	\$	\$
12		\$	\$	\$	\$	\$
13		\$	\$	\$	\$	\$
14		\$	\$	\$	\$	\$
b. Subtotal of professional and contracted services:						
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$	\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$96,000	\$90,000	\$96,000	\$90,000	\$372,000

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Schedule #9--Supplies and Materials (6300)									
County-District Number or Vendor ID: 101-917		Amendment number (for amendments only):							
Supplies and Materials Requiring Specific Approval									
Expense Item Description									
	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
Technology Hardware- not capitalized									
#									
1	Student tablets/devices	Devices for the Connect Program with refresh devices purchased in Year 3	350	\$375	\$37,500	\$56,250	\$37,500	\$0	\$131,250
2	Teacher laptops/devices	Devices for Connect Program teachers with refresh devices purchased in Year 3	15	\$710	\$7,100	\$7,100	\$0	\$0	\$14,200
3	Computer	Computers for the TTIPS grant coordinator and Secretary	2	\$1,000	\$2,000	\$0	\$0	\$0	\$2,000
4					\$	\$	\$	\$	\$
5					\$	\$	\$	\$	\$
Technology Software- not capitalized									
63XX	Specify type/purpose:								
63XX	Textbooks/Curricular Materials								
	Specify type/ purpose:								
63XX	Supplies and materials to be used as student incentives								
	Specify type/ purpose:								
Supplies and Materials that do not Require Specific Approval									
6300	Supplies and materials that do not require specific approval:				\$68,374	\$78,592	\$54,914	\$53,414	\$255,294
Grand total:					\$112,974	\$141,942	\$92,414	\$53,414	\$400,744

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID: 101-917		Amendment number (for amendments only):				Total Budgeted Across all Years
	Expense Item Description	Year 1	Year 2	Year 3	Year 4	
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$	\$	\$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$	\$	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$	\$	\$	\$
6411/6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$	\$	\$
64XX	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$
	Specify name and purpose of council:					
	Specify types of costs:					
6495	Cost of membership in civic or community organizations	\$	\$	\$	\$	\$
	Specify name and purpose of organization:					
	Specify purpose of membership:					
Subtotal other operating costs requiring specific approval:		\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$33,965	\$36,965	\$36,965	\$36,965	\$144,860
Grand total:		\$33,965	\$36,965	\$36,965	\$36,965	\$144,860

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)								
County-District Number or Vendor ID: 101-917				Amendment number (for amendments only):				
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1	Books for the De Zavala library	N/A	N/A	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
66XX—Computing Devices, capitalized								
2			\$	\$	\$	\$	\$	\$0
3			\$	\$	\$	\$	\$	\$0
4			\$	\$	\$	\$	\$	\$0
5			\$	\$	\$	\$	\$	\$0
6			\$	\$	\$	\$	\$	\$0
7			\$	\$	\$	\$	\$	\$0
8			\$	\$	\$	\$	\$	\$0
66XX—Software, capitalized								
9			\$	\$	\$	\$	\$	\$0
10			\$	\$	\$	\$	\$	\$0
11			\$	\$	\$	\$	\$	\$0
12			\$	\$	\$	\$	\$	\$0
13			\$	\$	\$	\$	\$	\$0
66XX—Equipment, furniture, or vehicles								
14	Teacher workstations for the Connect Program and the Resource teachers	20	\$400	\$4,000	\$4,000	\$0	\$0	\$8,000
15	Adjustable standing desks for students in the Connect Program and in Resource special education classes	325	\$70,000	\$60,000	\$0	\$0	\$0	\$130,000
16	Furniture to make the library middle school-friendly	30	\$6,000	\$0	\$0	\$0	\$0	\$6,000
17			\$	\$	\$	\$	\$	\$0
18			\$	\$	\$	\$	\$	\$0
19			\$	\$	\$	\$	\$	\$0
20			\$	\$	\$	\$	\$	\$0
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21			\$	\$	\$	\$	\$	\$0
Grand total:				\$90,000	\$74,000	\$10,000	\$10,000	\$184,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	734		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	18	2.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	682	92.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	26	3.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	672	91.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	293	39.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	74	10.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	626		2015-2016 PEIMS report
Disciplinary placements in In-School Suspension	506		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	98		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	21		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		96.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	379	60%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	382	59%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

De Zavala Middle School is currently designated as a Focus Progress school. The most recent data shows a historical downward trend in student performance that started when the campus was put on the Annual Yearly Progress list. De Zavala Middle School is the only middle school performing below the district average in Science, (24 percentage points), math (16 percentage points), and reading (9 percentage points) and below the state average. Students attending De Zavala Middle attended Gardens Elementary School. Gardens Elementary has been identified as an Improvement Required school for the last three years. This status was removed for the 2016-17 school year. Hence, the students arrive at De Zavala with many deficiencies due to the challenges faced by Gardens in prior years.

Since 2012, De Zavala has exhibited a steady decline in special education reading, math and science performances. In that year, all three areas scored in the mid to upper 50 percentile, yet newly released data show special education reading at 35%, special education math 40% and special education science at 37%. The math and science scores are lower than the district average of 42% math and 41% science.

The campus' English Language Learner's (ELL) performance in reading is low. An area that was on the rise in 2012 and peaked in 2015 to a 67% passing rate, crashed this year slipping 29 percentage points to its current 38% performance score. Math scores also saw a decrease of one percentage point to 45%. Finally, the school's science program has underperformed across all subpopulations, especially in the last two years. All Students and the Hispanic student performances have flat lined at 50% passing and special education and ELL populations have not scored above 45% in the past two years with current data at 37% and 34%, respectively. Again, this is lower than the district average of 53% reading, 69% math, and 57% science.

The attendance rate on average is 97% which means that at any given time 23 students are absent each day affecting student learning. Already, there are 17 students who have missed three days in school since August. Moreover, the mobility rate is 29.64% which has trended up from 16% several years back. This tendency could also account for the rise in the at-risk student population which moved from 45.5% to its current 68.9%. De Zavala has a high concentration of homeless and migrant students with six of the 27 homeless students living in motels. Attendance, along with the rise in mobility, at-risk, and homeless/migrant students contribute to the widening of student learning gaps due to missed, inconsistent instruction. Thus, the overall achievement for the campus is low.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	81.3		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	56.9	69.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	6.9	8.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3	3.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	14.5	17.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	3.7	6.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	20	35.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	28.1	49.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	4	7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	15.9	27.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	17	29.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	15.7	27.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	7.2	12.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	1	1.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	50,333		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	50,521		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	52,756		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	55,751		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	66,807		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	21	24.42%	Lawson Software and transcripts rec'd by Pasadena Independent School District Human Resources Dept.
Staff with Bachelor's degree as highest level attained	50	58.14%	Lawson Software and transcripts rec'd by Pasadena Independent School District Human Resources Dept.
Staff with Master's degree as highest level attained	13	15.12%	Lawson Software and transcripts rec'd by Pasadena Independent School District Human Resources Dept.
Staff with Doctoral degree as highest level attained	2	2.33%	Lawson Software and transcripts rec'd by Pasadena Independent School District Human Resources Dept.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With a large population of English Language Learners (ELL), De Zavala has few teachers with the English as a Second Language certification (four staff) and little training in effective ESL strategies to provide high-quality instruction to these students.

Further, staff need and desire more training on behavioral management including how to build positive relationships with students and how to connect with the toughest kids. Students often need the support of a caring adult to help them achieve academically and socio-emotionally. Additional workshops will aid the teachers at De Zavala in reaching out to students in a positive manner that supports growth and achievement.

Leadership development is important at a campus with a new principal, especially when the principal was not a previous member of the campus staff. Developing the leadership at De Zavala is crucial to ensuring everyone understands the vision of the principal and the district in helping De Zavala leave behind the Focus-Progress identification. As the leadership understands how quality instruction looks and how to manage struggling teachers, the instruction will improve along with student achievement.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	377	357	0	0	0	0	0	0	734

Part 6: Teachers to Be Served with Grant Funds.

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	38	37	0	0	0	0	0	0	75

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-917

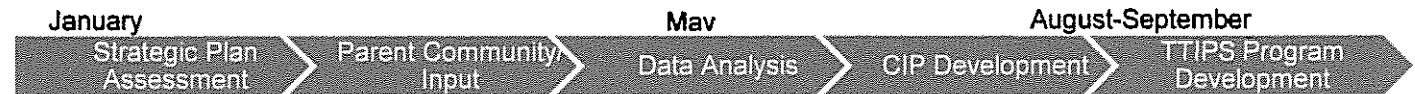
Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Planning Process and Timeline of Meetings: In the pursuit of school improvement and exit from the Focus Progress school status, a Campus and Community Needs Assessment (CNA) was conducted. Led by the School Principal, the CNA included input from a combination of sources – the District Strategic Plan, Community Assessment for District Strategic Plan, Community Meetings/Parent Input, Youth Truth Student Survey, and Campus Data Analysis. Information was collected in a variety of ways from January 2016 – August 2016.



Key Activities/Strategies in Decision Making Process: The information and data collected for the CNA was analyzed by the Grant Implementation Team, consisting of the principal, TAIS Coordinator, Associate Superintendent of Campus Development, content area specialists, and the administrative team. This team developed a Campus Improvement Plan (CIP). To create the CIP, the Grant Implementation Team identified three areas of need:

- 1) Long Term English Language Learners (LTELLs) and English Language Learners (ELLs)** need improvement in all subjects, with a focus on Math and Reading – 45% Met Standard for Math (60% Met Standard School Wide) and 38% Met Standard for Reading (59% Met Standard School Wide)
- 2) Special education students** need improvement in all subjects, with a focus on Reading – 35% Met Standard for Reading (59% Met Standard School Wide)
- 3) Economically Disadvantaged students** (eligible for the Free and Reduced Lunch program) and At-Risk Students, need improvement in Science – 50% of all students Met Standard in Science, 50% economically disadvantaged, 37% special education students and 34% English Language Learners.

*STAAR 2016 Data

While some of these issues can be attributed to the low performing feeder school Gardens Elementary (Improvement Required Status, 2013-2015), the thorough needs assessment process brought to light four main areas of root causes: Instructional Delivery Deficiencies; Insufficient Focused Learning Time; Few Individualized Learning Options; and Lack of Parental/Community Engagement and School Climate. Root cause analysis led to the identification of strategies designed to ensure the Campus Improvement Plan addressed the Critical Success Factors required to move out of Focus Progress status. See table the below for a summary of some of the strategies chosen and their relation to the Root Causes.

	Instructional Delivery Deficiencies	Insufficient Focused Learning Time	Few Individualized Learning Options	Low Engagement and School Climate
General Strategies	Personalized Learning Platform; Blended Learning; Professional Development (Sheltered Instruction, Classroom Management, Science Training, Differentiated Instruction); Leadership Coaching	Summer Bootcamp/ Bridge Program; Extended Day-Learning Activities; Project-based, experiential learning; Small group learning	Targeted Interventions; Expanded Bilingual Instruction Team; Print-rich environment; Academic Practical Skills Training; Weekly mentor-student meetings and goal planning; Self-paced, student-chosen learning plan	Weekend/Community Programming; Mobile Library; School Pride Program

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☒ Transformation

☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Following De Zavala's needs assessment, data analysis, research of best practices, and a review of the programmatic improvements required by the Department of Education, the **Transformation** model was selected as the best way to meet De Zavala's unique needs and eliminate the root causes of their academic struggles. To achieve a successful transformation, adjustments are necessary at multiple levels. Parents will have to adapt to a new learning format. Students will become the leaders in their own education. Teachers will also have a major transition. In the Connect Program, teachers play more of a facilitator role, incorporating data-driven decisions to mentor and guide self-paced student learning.

The two-component **iAchieve** program incorporates proven, evidenced-based strategies and interventions geared toward transforming De Zavala and meeting the needs of the targeted students. The first component, *Connect to Personalized Learning*, focuses on – *Personalized Learning*, a highly successful, student-centered, personalized learning model popularized by the Summit Public School in California; *Connect Program and Response to Intervention Training for Teachers*, comprehensive training that will include a two week boot camp, six days of professional development, shadowing and observation of current Connect Teachers, and monthly video conferences to reflect and improve; *Sheltered Instruction*, a research-based instruction model proven to improve academic achievement among English language learners and special education students; and *Targeted Interventions*, performed by Intervention Specialists and teachers, this strategy proactively addresses academic problems through data-driven analysis and coordinated efforts to reach all students in need. The second component, *Engage the School and Community*, focuses on two connect strategies – *Student and Parent Engagement in Education*, and *School Climate*. Effective engagement can include school clubs, out-of-school activities and parent participation opportunities. A comprehensive school climate that includes well communicated expectations and goals helps foster a sense of community and pride among students and parents. Both strategies have been shown to improve student outcomes and achievement in middle and high school students; thus, the **Transformation** model was selected to address the needs of the students at De Zavala Middle School through systemic change.

U.S. DEPARTMENT OF EDUCATION	DE ZAVALA IDENTIFIED NEEDS
Increase Teacher/School Leader Effectiveness	Stronger Instruction
Deliver Comprehensive Instruction Reform	Instructional Deficiencies
Increase Learning Time	Focused Learning, Individualized Learning
Create Community Oriented Schools	Parent/Community Engagement

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Actions taken to solicit input from stakeholders: De Zavala families and community members were engaged in the needs assessment and planning process through formal and informal meetings with school staff. The Parent Coordinator and Parent Liaison for the Campus conducted smaller meetings with committed parent volunteers to solicit specific feedback from parents and community members. Of those who attended these meetings, two major concerns were made apparent: 1) reading and math deficiencies, especially among English Language Learners and special education students, exist in high percentages and need attention; and 2) the slow progress bilingual students seem to make from their predominantly Spanish-speaking environments to successful integration into an English-speaking world. Community input was combined with the campus planning team's needs assessment and data analysis. The qualitative data collected from parents and community members indicated the Transformation model interventions would receive strong support.

In addition a district-wide parent engagement and needs survey was administered in order to solicit feedback about ways the district could better meet the needs of both its students and their families. De Zavala parents participated in the survey which included questions about how well the school provides guidance for families, whether or not the school places a strong enough emphasis on appropriate instruction and intervention to ensure mastery of grade level skills, and whether or not the school provides appropriate and adequate enrichment opportunities. Additional survey questions took into consideration assistance parents feel they need in order to better help their students succeed in school and the specific resources parents need to prepare their students for intermediate school, both academically and socially. In general, results of the survey indicated strong support for interventions associated with the *iAchieve* program.

How input was considered in selecting the model: De Zavala received input from parents and community members and is committed to making improvements based on the input they received. All survey responses, as well as notes from parent/community meetings were presented to the planning team and discussed as school improvement plans were refined. Many of the interventions planned for addressing parental/community engagement issues were direct results of the feedback received from parents and community members.

Continued and meaningful engagement of families and the community: Parents and community members will be actively engaged throughout the implementation of De Zavala's *iAchieve* program. Through formal and informal meetings and discussions, campus volunteer opportunities and educational workshops, completion of surveys, and participation in focus groups, parents and community members will be asked for feedback regarding program implementation. Planned engagement activities include: a campus-based parent volunteer program; monthly parent meetings with the Parent Liaison; themed, activity-based curriculum nights; nutrition, health, and other educational classes, workshops, fairs, and seminars; and involvement in Charlas, a partnership with Houston A+ Challenge to present a series of "chats" with parents designed to provide tools to help parents plan for and assist their children with educational pursuits.

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Schedule #14—Management Plan

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Ensure the <i>iAchieve</i> program components align with the district strategic plan, will work with TEA as a decision-making representative of the district, and regularly monitor the progress of the program, as needed.	Master's degree; Mid Management Certificate; Certified as an appraiser; Minimum of ten years of experience as a classroom teacher and ten years of administrative experience; Three years of campus leadership at a TEA Exemplary or Recognized campus preferred.
2.	Principal	Direct and manage the instructional program and supervise the operations at the campus level, working closely with the grant coordinator to ensure the fidelity of implementation of all components of the <i>iAchieve</i> program.	Master's degree in Educational Administration; Mid-Management Certificate; Certificate in Professional Development Appraisal System; three years' experience as a classroom teacher; at least two years' experience as instructional leader.
3.	Grant Coordinator	Provide campus-based management and oversight of all grant activities.	Bachelor's degree; three years of experience as a classroom teacher; three years as a campus leader; experience with program implementation.
4.	Teachers (4)	Provide high-quality instruction to prepare students in Science, Math, Social Studies, and English/Language Arts.	Bachelor's degree from accredited university; Valid Texas teaching certificate with Bilingual certification for subject and level assigned.
5.	Intervention Specialists (2)	Provide small group support in Reading and Math with a focus on English Language Learners and students in special education programs.	Bachelor's degree; must meet TEA certification and/or endorsement requirements; Ability to establish good relationships with parents and other staff members. Bilingual preferred.
6.	Grant Secretary	Support the grant coordinator with administrative duties such as setting up professional development workshops and conferences, completing office tasks, and ordering resources for the program.	High School Diploma or GED; Proficiency in general office/secretarial skills to include excellent computer skills; Three or more years of advanced secretarial experience.
7.	TAIS Coordinator	Monitor the progress of the <i>iAchieve</i> program to ensure the Critical Success Factors are utilized in the overall grant implementation; serve as the district liaison between the campus and administration.	Master's degree; Mid Management Certificate; Certified as an appraiser; Minimum of ten years of experience as a classroom teacher and ten years of administrative experience.
8.	Connect Coach	Support and coach the teachers using the Connect model as they transition to a new way of instruction.	Bachelor's degree from accredited university; Valid Texas teaching certificate; three years of experience as a classroom teacher experience with the Connect model.
9.	Science Liaison	Manage the science activities to reinforce the student expectations; organize field explorations.	Bachelor's degree from accredited university; Valid Texas teaching certificate; three years of experience as a classroom teacher.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Harris County Department of Education	This contractor will model strong math instruction and help teachers with techniques proven successful with struggling learners.	Master teachers and administrators with a strong instructional skills; Master's degree in content area of workshops. Eight years or more experience in a middle school classroom and three years' experience in a campus leadership position.
2.	Region IV Educational Service Center	This contractor will work with campus teachers to develop strong coaching strategies and assist with lesson development and modeling to assist specialists as they work with reading, math, and science teachers to improve instruction.	Master teachers and administrators with a strong instructional skills; Master's degree in content area of workshops. Eight years or more experience in a middle school classroom and three years' experience in a campus leadership position.
3.	External Evaluator	The external evaluator will provide formative and summative monitoring of the effectiveness of the <i>iAchieve</i> program activities, create protocols for collecting data, and identify problems with implementation.	Experience evaluating programs with numerous activities and the ability to analyze and share useful data to the grant implementation team.
4.	Houston A+ Challenge	The contractor will help the administrative staff master teacher coaching that results in effective instruction for students.	Master teachers and administrators with a strong instructional skillset; Master's degree in content area of workshops. Eight years or more experience in a middle school classroom and three years' experience in a campus leadership position.
5.	San Jacinto College	College students attending San Jacinto College through the Pasadena Early College High School will serve as mentors and tutors for students at De Zavala. Additionally, San Jacinto College staff will provide workshops for parents and students on saving for college and what to expect in college.	<i>Tutors:</i> Completed six college credits; experience working with middle school students; <i>Workshop presenters:</i> Knowledgeable about college preparation and goal setting with middle school students.
6.	BUILD Partnership	The partner will work to have hands-on lessons using the weak Student Expectation's (SE) and connecting with students hands-on activities, Saturday Farmers Market, and work on the farm-to-table concept.	Experience with hydroponic farming for over ten years; ability to tie student farming to the science SE's.
7.			

Schedule #14—Management Plan (cont.)**For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pasadena ISD is highly committed to the success of the *iAchieve* program. Key milestones during the implementation period will include: the hiring of a grant coordinator, Connect Coach, and other grant related staff; the purchase of supplies, equipment and other materials required to begin implementation; and training of appropriate personnel and staff to smoothly operate the Connect Program. In addition, the district will form a grant implementation team which will meet monthly to assess the effectiveness of the program initiatives and identify areas where modifications are needed. The team will consist of the: Principal; Counselor; grade-level team leads; campus grant coordinator; District Coordinator of School Improvement; Associate Superintendent for Campus Development; Intervention Specialists; district Middle School Math Instructional Specialist; district Middle School English/Language Arts Instructional Specialist; Connect Coach; and the District Coordinator for TAIS Campus Support.

Program Participant Commitment: Pasadena ISD's grant management process will be campus-based. The day-to day grant implementation will be managed by a campus-based grant coordinator. **This structure will establish and maintain program participants' commitment** to the goals of the *iAchieve* program. The coordinator will keep his/her "finger on the pulse" of all program activities and participants, working with the principal to make necessary modifications when issues arise. The implementation team will regularly review program data to ensure morale is high and the participants are focused on implementing high-quality instruction to all students each year. The team will look at data from quarterly surveys, focus groups, and grade-level meeting minutes, and immediately work with the principal and grant coordinator to respond to areas where modifications are needed. Further, De Zavala Middle School will invest in every teacher through the high-quality, research-based professional development opportunities throughout the year. Substitute teachers will be available to allow the teachers to increase their instructional knowledge through workshops during the school day. As an acknowledgement of their efforts to acquire and implement instructional methods which ultimately improve student performance, teachers will have the opportunity to participate in an incentive program specifically designed, with input from the De Zavala staff, that rewards staff for academic growth.

The principal will supervise the grant coordinator who will monitor and manage the *iAchieve* program activities. The District Coordinator of School Improvement will support the principal and grant coordinator by assuring that district resources are available and that program implementation is aligned with the district's strategic plan. Collectively, these activities will assure the participants remain committed to the success of the program.

Succession Management Strategy: Maintaining the continuity of program implementation is vital to the success of the *iAchieve* program. Changes in key program personnel may occur over the five-year grant period. Thus, Pasadena ISD will train all staff on the key interventions which include: sheltered instruction, Connect personalized learning, Response to Intervention and special education strategies. The training will occur every year with teachers receiving training two years in a row and new teachers added into trainings when they join the De Zavala staff. Trainings will mainly take place during the summer and afterschool with some workshops offered during the school year. Additionally, some teachers will receive training to become a trainer in the different interventions allowing De Zavala to build the capacity of staff knowledgeable about research-based, results-yielding instructional methods. Thus, **if a change in key program personnel occurs**, De Zavala will have the staff on hand to conduct training for new staff members on the best practices used in the classrooms across the campus. The district has other Connect Coaches who can also assist De Zavala if there is a change in key personnel. This will keep the instructional delivery and methods consistent with no interruption in the fidelity of implementation practices and strategies. Further, should key staff leave, a well-trained member of the current staff will step into the role for an interim period, under the guidance of the grant coordinator, until the role has been permanently filled.

Schedule #14—Management Plan (cont.)

For TEA Use Only

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **iAchieve** program has developed activities and an infrastructure designed to promote academic success for students during and beyond the grant period. The structure that Pasadena ISD will build to support the campus-based interventions implemented through the **iAchieve** program will be sustained after the grant period ends.

Creating Lasting Campus Culture Change:

Through the **iAchieve** program, De Zavala Middle School will experience lasting instructional transformation and improvement beyond the life of the grant by permanently transforming the culture, operation, and infrastructure on the campus. At a minimum, the following activities and programming will extend beyond the life of the grant and become standard practices at De Zavala Middle School:

- A coaching process to develop instructional leadership skills;
- A coaching process and professional development opportunities to transform classroom instructional skills and;
- The use of data to inform instruction for each student;
- Instructional resources that are matched to the depth of instruction needed to respond to the academic deficiencies of the students;
- Ensuring mastery at 80% for all students on all standards; and
- Engagement of parents and community members through activities such as English as a Second Language classes and the hydroponic garden, Saturday programming through a mobile library, and parent skill building in a Parent Camp.

Increase Capacity

Pasadena ISD's goal is to ensure school improvement activities are implemented with fidelity. The **iAchieve** program will build the capacity at De Zavala in order to successfully implement the grant program. De Zavala will strive to implement the following milestones:

- Hire additional support staff (two intervention specialists –one for reading and one for math - to provide small group instruction with a focus on ELL and special education students);
- Hire a team of four teachers for the core subjects -math, English/Language Arts, science, and social studies - with bilingual certifications to decrease the teacher the student ratio to 18:1;
- Train all staff on effective instructional strategies for all students, specifically English language learners and special education students;
- Train key staff on interventions through a "Train the Trainer" model to allow the campus to train new teachers on campus-wide strategies at a reasonable cost;
- Work with a district-paid grant compliance coordinator who will: ensure the grant funds are used responsibly according to the grant description and federal and state requirements and that the program is implemented with fidelity; provide grant implementation training; and support and assist the grant coordinator with progress reports.
- Collaborate with a grant implementation team to establish a system of checks and balances to ensure all aspects of the school improvement program are implemented, operational, and effective. This group will use a system for modifying program components if desired outcomes are not occurring; and
- Attend and participate in, along with district leadership, various grant-related trainings, technical assistance meetings, and other periodic meetings of campus grant staff, teachers, and administrators.

Continued Funding and Support for Sustainability:

The program components needing continued funding beyond the grant year are activities and positions that are aligned to the district's long-range strategic plan. Thus, it is expected that if the program components have resulted in significant improvement, **the district will continue its funding and support.** These components include additional student educational opportunities such as tutorials, summer programming, parent workshops, and use of the personalized learning platform. In addition, the district will take on the grant-funded positions needed to continue the progress De Zavala will achieve. Pasadena ISD is committed to selecting, hiring and retaining high quality staff by providing salaries and benefits that are competitive with surrounding districts. In 2015, Pasadena was vote the 12th best place (large employer category) to work in Houston, the fourth largest city in the country. Thus, Pasadena ISD and De Zavala will continue their efforts to attract and retain effective staff.

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By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Analysis of data to assess student and campus needs were used to establish performance measures. Performance measures will include: number of students participating in the *Connect* Personalized Learning Program, number of students who are proficient in core subjects, student attendance rates, number of targeted interventions, student migration data, number of teachers and school leaders meeting effectiveness criteria through the use of the Texas Teacher Evaluation, and number of community/parent engagement events. Each of these measures is in alignment with the grant and with the district goals. In addition, the program will identify three specific goals to address major areas of need: 1) **Improve academic achievement of English Language Learners (ELLs) and prepare them for a regular classroom**; 2) **Increase academic achievement of special education students**; and 3) **Improve teacher effectiveness**. The chart below describes how the challenging yet attainable performance measures will be met.

	Goal 1: ELL Achievement	Goal 2: Special Education Achievement	Goal 3: Teacher Effectiveness
Challenges	15-16 STAAR performance (Pasadena ISD Middle Schools) – last in Spanish Reading and Math	15-16 STAAR Special Education performance (35% in Reading, 40% in Math, 37% in Science)	More than half (57.8%) of teachers have been teaching 5 years or less; 27.9% of those are first year.
Supports to Attain Goals	Personalized Learning; Add 4 Bilingual Certified Staff	Targeted Interventions; Reading and Math Specialists, P.I.E. Time (Personalized Intervention Time); Personalized learning	Staff Development; Teacher Incentives; <i>Connect</i> Bootcamps

To foster best practices and develop successful strategies to benefit the students and community, Professional Learning Communities will meet regularly to examine student work and teacher curriculum delivery intended to substantially increase student achievement and the campus' ability to exit low performance status. Further, the Principal and grant coordinator will provide ongoing feedback after classroom walk-throughs to teachers to improve instruction.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The overall responsibility for implementing the program's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the grant coordinator and the External Evaluator (to be chosen at a later date). Data collection methods will include, but are not limited to: program records, student records, test results, and survey results - including annual student and faculty climate surveys; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in program activities reported annually; and student surveys and evaluation of work-based learning experiences by semester.

Multiple types of data will be collected for the entire grant period, including data for 1) **student performance indicators**: overall student academic achievement; state assessment test results by subject, and grade level (e.g., percentage of students performing at/above grade level by subject area; attendance and promotion rates; and disciplinary referrals); and 2) **staff development and parent involvement and training indicators** (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement by sub-populations of students (i.e., African American, Hispanic, White, Male, Female, Special Education, Economically Disadvantaged, and English Language Learners). Teacher effectiveness measures will be disaggregated based on TTESS data.

Attendance and grade data will be collected on the district's grading program, GradeSpeed (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school will review discipline data on a weekly basis. Parents will also be empowered by being informed how to use GradeSpeed to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Process and Staff Responsible for Program Evaluation and Success

Program evaluation will be led by the grant coordinator and the External Evaluator, with major input and assistance from the principal. Two categories of evaluation will be conducted and reviewed- Process Evaluation and Outcome Evaluation.

Process Evaluation: This component of the evaluation will involve monitoring the implementation and management of the program to ensure benchmarks are being met and the implementation plan is being followed. Benchmarks completing task on time and efficiently. These tasks may include:

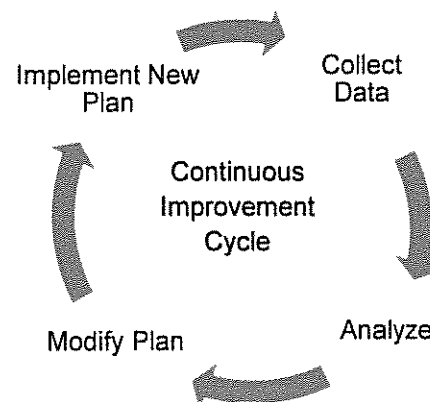
- Hiring of staff/teachers;
- Teacher completion of intervention-specific training, purchase of materials and supplies;
- Documentation of regular reviews and program evaluations; or
- Implementation and completion of interventions and activities.

Product/Outcome Evaluation: This component of the evaluation will involve monitoring the success of specific interventions and activities. With a focus on student achievement and staff/teacher effectiveness. Target outputs/outcomes will be monitored and reviewed to determine the effectiveness and appropriateness of each intervention and activity. These outputs may include:

- The number of teacher completing a specified training;
- The number of students who made progress toward exiting the English Language Learner program;
- The number of special education students who increased their academic and practical skills; or
- A variety of other performance measures that monitor the success of the interventions toward larger program goals.

Identification and Correction of Program Delivery Issues: Ongoing formative assessment of planned interventions will focus on monitoring both the processes of implementation and the outcomes of each intervention to ensure that program delivery is being executed with fidelity and according to established timelines. Formative assessments will be reviewed regularly – monthly, quarterly, per semester or annually. Adjustments to intervention delivery and processes will be updated and improved as necessary. Together, these steps will allow the program to undergo continuous improvement and movement toward the final program goals.

The results of annual formative evaluations will inform the final summative evaluation to determine if the program goals listed in Schedule 13.1 have been achieved. Program successes will be well documented for sustainability at De Zavala and presented as best practices for other schools in the district and state.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pasadena Independent School District will select external providers who use effective techniques and methods to improve academic achievement and address the critical needs of the students and staff at De Zavala Middle School. Further, selected external providers will have corresponding research to support the success of their methods and have experience working with student populations similar to De Zavala Middle.

Pool of prospective external providers – De Zavala Middle staff members will work with district staff to identify external providers for each area of focus – reading, math, English Language Learners, science, and special education. Following the State of Texas competitive bid law, Pasadena ISD will release a scope of work to the external providers and the public to accept proposals for providing the services and to receive a pool of prospective providers. Based on a review of their proposals, which includes their methods and the success rates of the intervention proposed, the De Zavala team will select the most qualified external providers who are able to address the areas of concern.

Prior success and level of experience – Previous success is important to the De Zavala grant implementation team when selecting an external provider with the knowledge, experience, and success in implementing interventions for schools with a similar student demographic as De Zavala. With the help of the District Coordinator of School Improvement and the curriculum and instruction department, team members will contact school districts with prior experience using the specific provider to obtain their feedback on the resources, training, and support. As the feedback is collected, the grant coordinator will share the findings with the team for consideration. Additionally, some of the external providers will participate in a small, one-school pilot of their services at other campuses within the district. The outcomes from the pilot and the feedback from other school districts using the external provider will be weighed heavily when selecting the appropriate external providers to train De Zavala staff.

Risk-assessment related to contracting – The principal and grant coordinator will screen external provider proposals for services proposed and cost of services. External providers, whose proposals are responsive to the scope of work, will receive an interview by the campus principal and the De Zavala implementation team. The team will use the following questions to guide their decision on the risks associated with contracting with a selected provider:

- What is the scope of the contracted service?
- What are the potential risks associated with the contracted service?
- What is the likelihood that the risk will happen?
- What is the severity of the identified risk?
- What opportunities will be missed if the service is not done?

If answers to the questions result in a response that triggers concern, the team will discuss the issues surrounding the question and consider the “pros and cons” of moving forward with the contractor in spite of identified risks. The team may decide to search for a provider with fewer risks.

Final selection and procurement – Once the interview process is complete, De Zavala will follow the district guidelines regarding purchasing and procurement to secure a final contract between the district and the external providers identified during the planning process by the grant implementation team. The grant coordinator will work with the principal and the Purchasing Department to follow the district policy regarding contracts and follow the contract process, which includes a review of all contracts by the general counsel and the approval of the board of trustees.

As De Zavala identifies other experts in the various areas of need targeted by the *iAchieve* program, the grant coordinator will follow the same rigorous review process to identify additional providers, as necessary.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For professional development of the staff at De Zavala Middle, external providers will conduct workshops at the school and the district's professional development center. In addition to the professional development trainers, De Zavala will also contract with a TEA Professional Service Provider (PSP) to guide the school through the implementation process of the grant and an external evaluator to conduct the overall evaluation of the grant activities and participants.

Pasadena ISD will establish the following protocol to provide ongoing oversight and ensure quality and success of each provider through the duration of the program.

Personnel responsible for regular review: The grant coordinator will conduct monthly reviews of the professional development delivered by each external provider. For providers presenting less frequently, the review will occur 30 days after the workshop or coaching session. During the reviews, the grant coordinator will review the delivery, participant feedback, and if the strategy is implemented. Monthly, the grant coordinator will conference with the PSP and the external evaluator to assess the provider's performance, receive comments regarding program/strategy, and discuss ways to ensure the strategy is implemented with fidelity throughout the school.

Process/instruments used: Data on external provider performance will include surveys from workshops and observations by the grant coordinator. Members of the implementation team will have the opportunity to attend workshops to view the provider's presentation. The grant coordinator will collect classroom student performance data related to interventions modeled by the providers. Additionally, the grant coordinator will conference with all external providers at least every two months.

Corrective actions or supports: The grant coordinator will review the documentation monthly for any red flags. When issues arise, the grant coordinator will immediately address the areas needing improvement with the external provider in a meeting. The grant coordinator will provide suggestions for improvement and establish benchmarks for improvement. A reasonable timeframe for the provider to achieve the benchmarks established will be set by the grant coordinator and external provider.

Removal/replacement: After meeting with the external provider, the grant coordinator will observe the provider for improvement. If the provider does not show improvement through meeting the set benchmarks, the grant coordinator will present the documentation to the implementation team for review with a recommendation of terminating the contract. The team will discuss the issues and consider terminating the contract. After reviewing the documentation, the team will decide if the provider's contract will be terminated.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917		Amendment # (for amendments only):
Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
1.	Hire key staff members (Campus-based grant coordinator, bilingual-certified teachers, intervention specialists, Connect coach and a grant secretary).	
2.	Develop and negotiate contracts with external providers to conduct pre-implementation and year 1 professional development workshops;	
3.	Purchase supplies and materials needed to facilitate readiness for full implementation of all strategies the first day of school in August, 2017 (i.e. classroom libraries, computers, library books, ELL-specific workbooks and licenses).	
4.	Initiate contract with TEA Professional Service Provider (PSP) to assist the campus team with grant implementation.	
5.	Initiate contract with external evaluator.	
6.	Work with PSP and external evaluator to establish "rigorous, attainable, and aligned" performance targets for ongoing and summative program evaluation.	
7.	Provide staff with initial training in the content areas, the Connect Program, and ESL instructional techniques.	
8.	Work with the DSCI to begin planning for full implementation.	
9.	The campus administration team will conduct four walkthroughs each nine weeks for all De Zavala teachers during the Spring semester to identify struggling teachers requiring coaching.	
10.	Plan the build of the hydroponic garden to reinforce science foundation.	
11.	Begin parent and community involvement activities.	
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the past three years, De Zavala Middle has been involved in ongoing efforts to assess and improve student performance. As part of those efforts, several interventions have been piloted or implemented on a limited basis due to budget constraints. With funds provided through De Zavala's proposed TTIPS program (*iAchieve*), full implementation of several, evidence-based interventions will be supported and provide comprehensive and targeted response to the specific needs identified through De Zavala's recent data analysis and needs assessment.

The *iAchieve* program represents De Zavala's first attempt to fully coordinate and integrate a system across grade levels that addresses the key areas in need of improvement and expands the school's capacity to provide a larger number of students with a more comprehensive array of educational opportunities and services.

Existing improvement efforts that will be coordinated and integrated into the *iAchieve* program include:

- Extended day tutorials will expand from no paid planning for teachers as they prepare for their targeted tutorials to include an hour of paid planning;
- DZ Halftime, a time of each day where all students have lunch at the same time, will expand from just lunch and tutorials to a 30 minute lunch with 30 minutes for tutorials twice a week and 30 minutes for clubs (i.e. chess, robotics, etc.) three days per week;
- The library will add 500 books each year to build a print-rich environment that includes current non-fiction selections;
- Instruction will be enhanced as De Zavala replicates the current Connect personalized learning program for De Zavala students;
- P.I.E. Time (intervention and enrichment support provided during the day for students based on assessment results) will be implemented with fidelity campus-wide; and
- Existing parental engagement activities developed by the part-time Parent Coordinator Counselor will increase in number and quality and expand to include additional activities facilitated by the Parent Liaison.

All relevant materials, supplies, facilities, and expertise that are part of similar, existing efforts will be fully integrated into the expansion and enhancements proposed through this program in order to maximize the effectiveness of grant funds and will supplement, not supplant what the school district is currently able to do in regards to comprehensive school-wide improvement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Melissa Garza

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

August 1, 2015

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	<p>De Zavala will use the Texas Teacher Evaluation and Support System (T-TESS) to evaluate teachers and an alternate evaluation for principals. Both systems will help teachers and principals develop into strong campus and instructional staff members.</p> <p>The data sources used to measure student growth for principal include Indices of State Accountability System, attendance, literacy measures, district-wide assessments, and student surveys. The principal will set goals based on the principal standards and the data from the Texas Accountability Intervention System report. The principal is expected to perform at or above the state in Index 1 to 4. Student growth is weighted up to 15% for Index 1 and 5% for Indices 2-4.</p> <p>For the teacher evaluation system, student growth accounts for 5% of the overall rating, unless mandated differently by the state, when focused on Index 2. The data sources for the teacher evaluation system include student learning objectives, portfolios, and district level pre- and post-tests.</p>
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	<p>The goal of the evaluation system is to promote growth. Thus, teachers will submit a self-assessment and set a development plan. Each teacher will receive four walkthroughs per year. Observations will be at least 15 minutes and may include videotaping. With each observation, the assessing administrator will hold a conference with the teacher at least once per nine weeks to reflect on this observation and provide feedback. Further, teachers will keep an electronic portfolio with all certificates from attendance at professional development workshops.</p> <p>Administrators will have a pre-evaluation conference, mid-year conference, and end-of-year conference. During the conferences, principals will complete a self-assessment, set goals and track progress towards the goals. Principals and assistant principals will also keep documentation of their workshop attendance in an electronic portfolio and present the documentation to their assessor during their reflection conferences.</p>
Describe how the evaluation system was developed with teacher and principal involvement:	<p>The T-TESS is the evaluation system developed by TEA. The system was piloted by school districts across the state during the 2014-15 and 2015-16 school year. Full implementation is currently underway throughout the state.</p> <p>The alternate principal evaluation uses the principal standards and student data with the expectation that the principal meets or beats the state on Index 1-4. In the spring of 2015, the principals were introduced to the standards and their input was gathered. Using the traditional assessment, the principals voted to align it to the standards. Every year the instrument has changed based on principal feedback.</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	De Zavala Middle School has set a goal of increasing student performance on the STAAR assessment by 10% in at least one of the targeted areas needing improvement: <i>overall math, overall math, special education, and English Language Learners</i> . With all educators having an impact on student achievement and implementing the <i>iAchieve</i> program, if the goal is met, all De Zavala educators will receive a \$200 credit for classroom instructional supplies from a local educational supply store.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	<p>Teachers who are struggling will have the opportunity to improve. When a struggling teacher is identified, Peer Facilitators and the Connect Coach will provide support through coaching, including videotaping, with reflection and observations of master teachers at the campus and at other successful campuses within the district. Additionally, district Instructional Specialists will provide support to Peer Facilitators and team leaders, as needed.</p> <p>If the interventions are unsuccessful, the teacher will be placed on a growth plan to ensure efforts are made to improve their instructional methods.</p>
Describe the criteria established for educator removal:	<p>De Zavala administrators will strive to support and provide interventions for struggling staff. However, if interventions do not lead to improvement, a teacher's contract may be terminated or not considered for renewal.</p> <p>Great care will be taken to ensure the following interventions have been provided for the struggling teacher:</p> <ul style="list-style-type: none"> • Multiple observations with supporting documentation; • Reflective conferences with supporting documentation; • Observation of master teachers in the same grade level; and • Assistance from the Peer Facilitators through coaching, and modeling. <p>If the teacher's instruction does not improve after receiving the interventions, the principal will compile all appropriate documentation and present the information to human resources with the recommendation to remove the teacher from his/her assignment or to be placed on non-renewal or terminated status.</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.

N/A

If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 14: High-quality preschool programming (continued)

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:</p>	<p>N/A</p>
<p>Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:</p>	<p>N/A</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff, including rehires and new hires:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 16: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
<p>Name and describe the study/studies examined that support the efficacy of the model selected.</p> <p>Include information about the study's sample size and multi-site sampling.</p> <p>Include key findings showing impact on student achievement.</p> <p>Additionally, provide citations for the study publications.</p>	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-917		Amendment # (for amendments only):
TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>improve the instructional program</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve the instructional program</i>. 		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Improve the Instructional Program	
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)	
1. Students will receive personalized instruction that addresses their needs through the Connect Program . This program is an innovative flex learning model which allows students to interact with reading and math content not only in isolation but through a relevant project-based learning system. Students will receive mentoring and participate in goal setting, only advancing to the next lesson once they achieve 80% mastery of the content.	250 student devices/tablets with cases (250 students X \$375/device) 15 teacher devices/laptops Years 1 and 2 (10 teachers annually X \$710/device) 250 backpacks to transport tablets from class to class (250 backpacks X \$30 each) 15 Notebook carts for charging and securing notebooks overnight (\$500/cart x 15 carts) NWEA Growth Assessment (\$2,100 annually) Connect Training for teachers to support and modify curriculum (\$20,000/ year) Connect Coach to support and coach teachers on this instructional change (\$60,000 plus 3% increase each year) Books for Book Club (50 books X \$20/book annually) Extra duty pay for teachers working in the summer program classes (\$28/hour)	
2. Summer Bridge Programs (including a Book Club and science program) to keep the students reading year-round and help them become familiar with the science vocabulary. Students will give an oral report for their parents during a Literacy Night.	Classroom libraries of nonfiction titles and bilingual titles (\$14,000 for 10 classrooms) 500 books added to the library each year of the grant (\$20/book X 500 books annually) Hydroponic Garden supplies (\$6,000 annually) Special Program Peer Facilitators (District—paid support) Science Liaison Extra duty pay (\$1,000 annually)	
3. Establish an in-school print rich environment for all students to encourage reading.	Two Intervention Specialists (\$60,000 each plus 3% increase annually) Four bilingual teachers to serve ELL students (\$60,000 each plus 3% increase annually) Rosetta Stone licenses (150 licenses X \$179/license) ESL Reading Smart licenses (50 licenses X \$120/license) Milestones workbooks for ELL students (\$6,000 annually for 175 students)	
4. Implement supports for special education students to maximize their ability to learn and connect in the classroom environment.		
5. Hire two Intervention Specialists (math and reading with a focus on ELL and special education students) and a full bilingual team consisting of a math, reading, science, and social studies teacher.		

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-917		Amendment # (for amendments only):
TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase teacher quality</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase teacher quality</i>. 		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Increase Teacher Quality	
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)	
1. Train Connect Program teachers annually for smooth implementation of the program.	Extra-duty pay for teachers attending training during the summer and on Saturdays (\$28/hour) Connect Program training (Activities include a two-week Boot Camp shifting the mindset towards instruction; six days of professional development; monthly Google hangout video conferencing with Summit Schools; trainings on how to meet individual student needs through the Connect Program as a Response to Intervention) (\$20,000/ year) Connect Coach (\$60,000 plus 3% increase each year) ESL Certifications (\$1,965 annually) Sheltered Instruction training (\$7,000 annually)	
2. Provide sheltered instruction training for all teachers with the goal of all teachers having an ESL certification.	Content-area specific trainings, conferences, and workshops (\$30,000 annually) Professional Learning Community (PLC) trainings (\$95,000 total over the four-year grant period)	
3. Provide teachers access to high-quality professional development opportunities.		
4.		

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Schedule #17—Responses to TEA Program Requirements		
County-district number or vendor ID: 101-917	Amendment # (for amendments only):	
TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase leadership effectiveness</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase leadership effectiveness</i>. 		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Increase Leadership Effectiveness	
	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Provide on-site coaching for the administrative staff, with reflection meetings, to develop the De Zavala leadership team.	Contract with Houston A+ Challenge (\$6,000/annually) PLC Training (\$95,000 total over the four-year grant period)
2.		
3.		
4.		
5.		

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Schedule #17—Responses to TEA Program Requirements		
County-district number or vendor ID: 101-917		Amendment # (for amendments only):
TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase use of quality data</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase use of quality data</i>. 		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Increase Use of Quality Data to Inform Instruction	
	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Hire external evaluator to assess the effectiveness of the <i>iAchieve</i> program.	External Evaluator (\$50,000 annually)
2.	Use data to pull students out of class for small-group instruction with a focus on special education students and English Language Learners.	Intervention Specialists (\$60,000 each <i>plus 3% increase annually</i>)
3.	Review data during the PLC process to analyze common assessments every two-three weeks as a team.	<i>There is no financial impact to the grant.</i>
4.	Use the Student Level Review to track student performance from one district assessment to the next and to make sure the assessment results are aligned with grading distributions (i.e. if the assessment is not aligned with the grades on the report card, this indicates an issue with instruction.)	<i>There is no financial impact to the grant.</i>
5.		

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-917	
Amendment # (for amendments only):	
TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.	

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Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to **increase learning time** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time*.

Use Arial font, no smaller than 10 point.

Critical Success Factor: Increase Learning Time		Description of Grant Costs to Support Intervention (Budget Narrative)	
Planned Intervention			
1.	Tutors from Pasadena Early College High School students will tutor and mentor De Zavala students for a minimum of twice a week.	There is no financial impact to the grant.	
2.	Allow teachers time to adequately plan their extended day activities during the school year.	Extra-duty pay for teachers (\$28/hour)	
3.	As a part of the Connect Program, implement self-paced work with small group support in areas of need during class.	There is no financial impact to the grant.	
4.	Provide tutorials during DZ Halftime (schoolwide lunch). Students will eat lunch for 30 minutes and then attend tutorials on Tuesdays and Thursdays. This time will also be used to allow students to continue their personalized learning time with small group support through the Connect Program.	General supplies (\$5,000/annually)	
5.	Summer Programs (including a book club and science program) to keep the students reading year-round and help them become familiar with the science vocabulary; Science Summer Program for Long-term ELL students; two-week program with monolingual students from 8 a.m.-12 p.m. during the summer that includes fine arts and activities such as a living museum.	Contract with high quality vendor for Science Summer program (\$5,000/annually) Extra-duty pay for teachers working during the summer to facilitate summer programming (\$28/hour)	

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):
TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT	
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.	

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- List the key interventions the campus will implement to **increase parent/community engagement** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:		Increase Parent/Community Engagement	
		Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.		Community activities such as ESL Classes will be held after school for parents and community members on campus. Additionally, a hydroponic garden will enrich the science curricula and close learning gaps for struggling LTELL students, special education students, and reinforce concepts for regular education students through Life Science concepts such as food chains and webs, carbon dioxide-oxygen cycle; engage families and community through "garden to table" activities such as Family "Hy-Sci" Nights to assist parents in developing students' knowledge and skills and Neighborhood Farmer's Market to showcase food materials produced from the Hydro Lab.	General Supplies (\$5,000/annually)
2.		Oral Book Report event will occur every four to six weeks. During this event, students will have the opportunity to share with parent information about a book they have read.	General Supplies (\$5,000/annually) Parent refreshments (\$2,000 annually)
3.		Offer Saturday programming such as a mobile library for parents and students year round.	General Supplies (\$5,000/annually) Extra-duty pay for teachers and Parent Liaison to coordinate and facilitate activities (\$28/hour) Parent refreshments (\$2,000 annually)
4.		Parent Liaison will work with the part-time Parent Coordinator to offer parenting activities and workshops, such as how to help your child with homework and how to prepare your child for college.	Extra-duty pay for Parent Liaison (\$28/hour) General Supplies (\$5,000/annually) Parent refreshments (\$2,000 annually)
5.		Student-led parent conferences to review achievements each grading period.	There is no financial impact to the grant.

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):
TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE	
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.	

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Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the **key interventions** the campus will implement to **improve school climate** in order to achieve increased academic performance.
- Provide a **description of grant costs** named in the Budget Schedules, indicating how costs will support the intervention to **improve school climate**.

Use Arial font, no smaller than 10 point.

Critical Success Factor: Improve School Climate		Description of Grant Costs to Support Intervention (Budget Narrative)	
Planned Intervention			
1.	Provide tutorials during DZ Halftime (schoolwide lunch). Students will eat lunch for 30 minutes and then attend clubs (i.e. robotics, chess, etc.) on Monday, Wednesday, and Friday.	Supplies for clubs and tutorials that take place during the school day to achieve maximum impact. (\$5,000/annually)	
2.	Continue training staff in Conscious Discipline, PBIS, CHAMPS, and Safe and Civil Schools to improve classroom management, assist teachers in building positive relationships with students, and help teachers at De Zavala improve the socio-emotional health of students.	Supplies to support the training (including but not limited to workbooks and handouts) (\$2,000 annually) Extra-duty pay for staff attending trainings on Saturdays and during the summer (\$28/hour)	
3.			
4.			
5.			

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 101-917

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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